

INNOVATIVE APPROACH: VALUE BASED EDUCATION

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Introduction:

Values are integral to the process of education. They are not add-ons. All education is, in sense, value education. 'Value-less' or 'value neutral' education is a contradiction in terms, given the meaning of 'value' and 'education'. Education is a process of bringing about 'desirable' changes in the way one thinks, feels and acts in accordance with one's concept of the good life. In this sense, education necessarily involves the transmission of values. Our aims of education - development of personality, pursuit of knowledge, preservation of culture, training of character - are no more than statements of four value preferences. Towards realizing them we design a curriculum, a planned collection of 'desirable' knowledge, skills, attitudes and values that we wish to

pass on to the younger generation. And this we do in ways that do not violate the freedom and autonomy of the learner. In other words, education, in its aims, curriculum and methods, is inseparably linked with values. The demand for value orientation of education (and teachers' education), therefore, needs to be considered *vis-à-vis* internal reform of the objectives, content and processes of school education and teachers' education.

What does it mean to 'Value Educate'?

Value education is a process of education. This means that it is a process of inducing learning. Learning is not a passive process of absorption. It involves thinking, reflecting, questioning, feeling, doing, caring, experiencing. Value education, accordingly, is not a process of authoritarian indoctrination of dogmas, exhortation or propaganda. Nor is it the direct inculcation of a body of predetermined 'right' values in the learners through didactic approaches. The goal is not to promote passive conformity and blind obedience to whatever values are passed on, but to encourage critical and reflective thinking, rational choice and responsible behavior, respecting the autonomy of the learner. When we are 'value educating', we are putting the learners in situations that enable them to think, to reason, to question, to reflect, to care, to feel concern, to act. The purpose is to trigger discussions and reflections, and to generate creative responses to value situations.

Value education is also education in the sense that it is education for 'becoming'. It is concerned with the development of the total personality of the individual - intellectual, social, emotional, aesthetic, moral and spiritual. It involves developing sensitivity to the good, the right and the beautiful, ability to choose the right values in accordance with the highest ideals of life and internalizing and realizing them in thought and action. As such the process calls into play all human faculties - knowing, feeling and doing. Not only should the learner be enabled to know the right and the good, but also to care, to feel the appropriate emotions, concern and commitment and exercise the will to do the right thing. In other words, to 'value educate' is to develop rational critical thinking, to educate the emotions, to cultivate the imagination, to strengthen will and to train character of the learner. Value Education, as it is generally used, refers to a wide gamut of learning and activities ranging from training in physical health, mental hygiene, etiquette and

manners, appropriate social behavior, civic rights and duties to aesthetic and even religious training.

What shall the teacher be trained in and for what?

This question has to be considered in the light of the purpose of value education already discussed. The purpose is to kindle the moral and aesthetic sensibilities of learners, to raise their level of value consciousness, to stimulate them to think freely and critically, to develop the ability to judge actions and events rationally, and to choose and act courageously and with conviction for the sake of the larger social good. Accordingly, the teacher has to be trained to function as an agent who stimulates, provokes, informs and sensitizes the learners with reference to values situations in life.

Through involving the learners actively in discussion, dialogue and practical activities, the teachers should make them think and reflect on human actions and events. The teachers should also expose students to works of art, beauty in nature, and in human relationships and actions of moral worth, and develop their moral sensibilities.

Teachers have a major role in making the school what it ought to be. They should help in creating an atmosphere of love, trust, cooperation and security in the school conducive to the development of high ideals and values. The teachers' training experience in its totality should lead to the motivation of teachers towards the attainment of these ideals.

Approaches to Value Based Teacher Education:

The methods and strategies of value education are many and varied the selection of, which depends much upon the values chosen, sources of development of these values and many other limiting factors. The entire curriculum functions as important sources of value education. The democratic practice and activities sponsored though student self government contribute effectively for value learning. Values education, therefore, is effected through direct, indirect, incidental methods. Values get transmitted via both the implicit or hidden and planned curriculum. The point emphasized is that the entire process of value education is a highly comprehensive and complex one that involves a wider range and variety of learning experiences. All forms of learning cannot be provided through single source or teachers should draw from a variety of learning resources either independently or in combination. With this analysis and

understanding background, the following methods and techniques may be suggested.

1. Classroom learning activities methods/approach
2. Practical activities method
3. Socialized techniques and activities
4. Incidental learning method

1. Classroom Learning Activities Method:

A very basic purpose of value education is to develop the moral autonomy of the learner and also sensitivities of value content of school and classroom activities. The methods and activities should be free from attempt to indoctrinate the learner. Capacity for value judgment and internalization are to be achieved by exposing students to a variety of experiences and activities. This may include reading, listening, discussions, narration, direct presentation of ideas by the teacher and other strategies. These strategies should be used with any of the following sources of value education (a) Biographies (b) Stories (c) Extracts from essays, articles, classics and newspaper (d) Parables, proverbs, quotations and poems (e) value/moral dilemmas (f) classroom incidents/anecdotes/conflicts. These sources can be used in many different ways to involve the learner in thinking and reasoning about values. The classroom teachers can prepare action plans/lesson plans using these sources, a few illustrations of which are discussed here.

(a) Biographies:

A biography is a written document on the life history of an eminent personality. Biographies of scientist, social reformers and spiritual leaders acquaint one personality. Biographies of scientist, social reformers and spiritual leaders acquaint one with their life, thoughts, and actions and various forces which moulded their lives as depicted by biographer. For being used as material for value education it should be condensed in such a way as to highlight the virtues and their development in the life of the eminent personality. The entire biography may be retold after rearranging the content bringing together all the related events depicting each one of the values hidden in it.

(b) Stories:

Stories of various kinds are attractive to students of varied age groups. Stories

may be presented by the teacher or presented by students themselves, followed by discussions and on questioning and analysis. The teachers should use his direction in selecting the story appropriate to the developmental level of the learner. Simple and short stories such as fairy tales and fables are better suited to elementary level children. Stories could be used to develop value awareness of different kinds. Fables and fairy tales could be used to develop values of kindness, love for living beings, environmental awareness and courage.

(c) Extracts from Essays, Articles, Classics and Newspapers:

Non-fictional writings dealing with value themes, such as essays, articles and newspaper reports may be used for value education purpose. These may be scholarly writings on issues of social and national concern appearing in books and journals. Students may be asked to collect articles and writings from various sources, encouraged to write articles on a chosen value theme. Teachers can frame questions that provoke in the learner to think and reflect on many issues of the values covered.

(d) Value/Moral Dilemmas for Discussions:

Value or moral dilemmas may be used as important instructional strategies in value education. They present very effective situations for learners to think, to reason and to make moral judgment and arrive at a decision after considering all issues involved in the moral dilemma. The dilemmas constructed may be on issues like environmental conservation, scientific temper, social justice and equality. A teacher can prepare a lesson or initiate a discussion on a dilemma indicating all the essential steps involved. In view of the great potential of dilemmas in developing the capacity for moral judgment, moral dilemmas are used as research tools in the study of moral development and judgment in children. The teacher can initiate a discussion on the dilemma chosen by giving the pros and cons of the issues involved. The student may be asked to react to each issue with reason. There may be a student leader to monitor/record the proceedings of the discussion.

2. Practical Activities Method/Approach:

Value education merely by cognitive precept is not enough even though it is essential. Children should engage themselves in life-related practical activities which will promote the application of principles and values in daily life. The essence of

practical approach is that they provide the learners with suitable opportunities to practice and live their lives according to the principles and values they have perceived and understood. Under the rubric of practical activities a wider range of activities may be organized. Practically, all subjects of school curriculum lead to project or practical work and this may be designed to make it relevant to value education. (A) A sound program of value education may include a combination of a few or all activities mentioned below. Social and ethical values, examples from day-to-day situations, extracts from sayings of great men, incidents and problems which develop value judgment among pupils, dramas, dialogues, simple poems (Kavya Vachana) and scriptures from world religions could form the major part of the content along with the biographies of great men. (B) Personal, neighborly and community values should be taught in the classroom and thoroughly discussed with the students. (C) A variety of learning resources can be used for value education ranging from biographies, scriptures, proverbs, hymns and sayings of great men to current social and political events, stories from religion and mythology, moral dilemmas and school events. (D) Yoga and other activities that develop self-discipline among students could be included. (E) Group activities like cleaning the campus, visiting slums, visits to hospitals, visits to places of worship of different faiths should form part of content in value education. Discourses on the lives of spiritual leaders can bring out values like self-sacrifice, collective happiness, love for truth and ultimate values of life for which the great leaders lived. (F) Personality Development Retreats could be held to enable the students to develop self-control, punctuality, sharing and caring, respect for other faiths, cooperation and the value of silence (inner peace). (G) Prayer, meditation and 'Shramadan' could form part of the content of value education. They can help the students cultivate inner poise and an attitudinal shift, and develop the quality of (H) Observing 'Jayanthis' i.e., birthdays of great national and spiritual leaders and organizing youth organizations for character development can go a long way in the inculcation of values in students. Organizing value related practical activities poses some practical problems to the school. Great care should be taken in planning and organizing practical activities mentioned above.

3. Contrived Incidents/Socialized Techniques approaches

A variety of group oriented techniques may be used in value education. The learner in socialized techniques is involved in activities and experiences which best represent functions and problems of agents of socialization. The experience the learner gets here is not the same type of experience deriving from direct encounters with reality, nor is it completely indirect and abstract as in the case of cognitive area. They are the simplified versions of real social experiences and are necessary and useful when the reality is too abstract and obscured. These include social role playing, enacting and modeling. The effectiveness of the social experiences planned to promote healthy development among children could be increased with the better understanding of social role playing. Children in various social situations assume some roles. One can understand the interrelationship between the expectations of other and the identification of the self in the social role playing the learners should be guided properly to understand the role behavior and enactment. Role playing activities should be organized based on the life experiences and age level of students. Expected role of an ideal student, teacher, parent, patriot should encourage student to take role taking activities voluntarily. Negative precepts are to be discouraged in role playing. In simulation activities the learner pretends to be in real situation and portray events and characteristics in the situation. Modeling is a strategy in which qualities of an individual who is considered to possess desirable or ideal values worth emulating are presented to the learners as a model. A broad indication of the kinds of activities possible under the heads of socialized strategies for value education purpose are listed below.

Dramatization activities like staging play, dramas, both of traditional folk and modern non value themes. Enacting opportunities to take up and practice the role of different kinds, taking the role from epics/scriptures. c. Modeling exercise, the ideal persons and groups on the mess such as

- 1) Gender inequality
- 2) Problems pertaining to women's role and education
- 3) Caring animals and human beings
- 4) Problems related to environmental protection
- 5) Consequences of air and water pollution

(Constructing the image through discussions, questioning and developing awareness about the specific problems in the above mentioned areas).

Phases to be followed in the use of Contrived Incidents:

- **Orientation;** In this phase, the participants are given a detailed description of the strategy, and its purpose. This is done to create a readiness for the class.
- **Participant briefing;** In this phase, the participants are briefed about the performance expected of them.
- **Participant performance;** In this phase, the participants perform and act as required by the incident.
- **Participant debriefing;** Here the teacher/educator asks questions to relate the incident to real life situations, thus leading to learning.

4. Incidental Learning Method:

An incident is an episode or experience in the life of an individual or group. The incidental approach has a very good point in its favor in that it can be used both inside as well as outside the classroom for value education purposes. It consists in identifying the wrong or right action of an individual or group, either pre-planned to occur or observed by accident, and reprimanding or rewarding those concerned. This approach is psychologically effective since it is like striking the iron while it is hot. Episodes or incidents centered around experience of everyday occurrence in the life of children can help children identify themselves with them and understand their own thought powers and feelings. Incidents are to be recorded properly and discussed to promote better insight into human problems. Several attempts have been made to evolve methodology suitable to the development of values in children and youth.

Douglas Supreka (1976) outlines eight different approaches to value Education, which may be briefly stated as under:

1. Evocation Approach: The students are encouraged to make spontaneously free, non-rational choices, without thought or hesitation. It provides an environment which allows

maximum freedom for students, and provide a provocative situation for which spontaneous reactions are elicited e.g. The reaction to a picture of starving children.

2. Inculcation Approach: Students are forced to act according to specific desired values. A positive and negative reinforcement by the teacher helps value inculcation. This can be done by a teacher's natural actions and responses. This time honored method has been notably unsuccessful.

3. Awareness Approach: This approach helps students to become aware and identify their own values. The students are encouraged to share their experiences. The teacher presents value laden situations or dilemmas through readings, films, role playing, small group discussions and simulation. Students thus engage themselves in the process of making inferences about values from the thoughts, feelings, beliefs or behavior of themselves and others.

4. Moral Reasoning Approach: Kohlberg's theory of six stages of moral development is the framework most frequently used in this approach. The teachers set up learning experiences which will facilitate moral development. These experiences fall under the general category of what Kohlberg calls role taking. The critical factor in role taking is empathy. Through placing themselves in a role and experiencing the process of deciding, students can begin to see moral decisions in a larger framework than their single point of view. It consists of the students discussing a dilemma and by reasoning they attain a higher level of knowledge. In this way by discussion and reflection students are encouraged to express a value position rather than compromise on a consensus.

5. Analysis Approach: the group or individuals are encouraged to study social value problems. They are asked to clarify value questions, and identify values in conflict. They are encouraged to determine the truth and evidence of purported facts, and arrive at a value decision, applying analogous cases, inferring and testing value principles underlying the decision.

Value Clarification Approach: It helps students to use both rational thinking and emotional awareness to examine personal behavior patterns and classify and actualize values. This approach has been detailed by Rath and Simon where the child is made to jot down a self-analysis reaction worksheet, consisting of drawings, questions and

activities.

The Value Clarification Approach: Of the various approaches to value education, the most commonly discussed and most influential approach is the values clarification approaches espoused by Rath, Harmin and Simon in their book, *Values and Teaching*. Rath et al. hold that a wider range of conflicting values present themselves to each person. In view of this medley of conflicting values, individuals seem to be confused in values. Those children who experience value confusion "...are often identifiable by idiosyncratic behavior patterns—inconsistency, drift, over-conformity, over-dissension, and chronic posing; and frequently, underachievement". Rath, the originator of values clarification, encouraged students to think for themselves about their value confusion in an effort to enable them to be more self-directing in life's confusions. This reflection, then, would lead to clarity in values. The following statement of Harmin provides a summary of the aims of value clarification, "Values Clarification is merely meant to do what it is meant to do, which is to assist people to think through life's confusions so they might be less confused and so they might learn skills of self-direction that will serve them in the future." In approaching value education this way, Rath and his colleagues are concerned not with the content of people's values, but with a process approach to values—i.e., they are concerned with the process of valuing rather than the nature of values themselves. This approach advocates that there are no absolute values. The process of Value Clarification may be defined in terms of specific patterns of language which students use and from which the teacher may reasonably infer that valuing is occurring. This approach is based on the principles of values relativity (that we should not judge the worthiness of each other's values), and that we should strive to classify those values that are personally meaningful, that is, the values that make us more purposeful, productive and socially aware, and better critical thinkers. According to values clarification, values are based on three processes: 1) Choosing; 2) Prizing; and 3) Acting. Accordingly, value is defined as that which results when and only when a number of the criteria given below are satisfied:

Choosing:

- 1) Freely
- 2) From alternatives

3) After thoughtful consideration of the consequence of each alternative

Prizing:

4) Cherishing, being happy with the choice

5) Willing to affirm the choice publicly

Acting:

6) Doing something with the choice

7) Repeatedly; in some pattern of life

These processes collectively define valuing. Unless something satisfies all seven of the criteria, then it is not regarded as a value. The basic strategy involved in values clarification is called the **clarifying response**. The clarifying response is: "away of responding to a student that results in his considering what he has chosen, what he prizes, and/or what he is doing. It stimulates him to clarify his thinking and behavior and thus to clarify his values; it encourages him to think about them." The utilization of **values clarification as a therapeutic process** should include guiding the client through three phases. The three phases are as follows:

1. The Discovery/Awareness Phase:

The client is encouraged to identify certain primary values that may be acceptable to him/her. The value is determined to be primary if the client believes that it definitely represents what is acceptable particular values through a cognitive growth process. The client must cognitively grow to comprehend the value in action. After the conceptualization of the value is good, then it can be emotionally embraced.

2. Claiming/Reclaiming Values Phase:

At this point in the process the values being considered move more into the emotional realm and are more than mental constructs. The values become more than an intellectual rule, model, spiritual principle, moral principle, or desirable guide for self, significant to others, family, community, society and the world. The values being examined become the focus of an internal struggle to integrate something new or something that is missing, into the personality system. As the individual claims or reclaims a particular value, she/he must be encouraged to examine past experiences. The process includes (1) how others treated the individual, (2) how the individual treated others, (3) what was the meaning of the social interaction, (4) how does the value relate to goals,

pleasures and opportunities.

3. Acceptance:

The particular values that are examined will be referred to by the client as now central to the client's worldview and lifestyle. The client will be able to refer to tangible expressions of the value through daily interaction. The particular values that have been accepted will be expressed as having a clear prominent position in the individual's hierarchy of ideals and ideas.

Typical Value Clarifying strategies are as follows;

- **Y-chart:** Students develop a list of actions that demonstrate a value by listing them respectively in the three segments formed by the Y, namely, what the value looks like, sounds like and feels like.
 - **SWOT Analysis:** Students identify the Strengths, Weaknesses, Opportunities and Threats relating to a particular issue.
 - **Ranking:** Students are given a list of statements related to a particular issue and they are asked to rank them in accordance to the statements that they value the most.
 - **PMI:** Students are required to list the positive (Plus), negative (Minus) and interesting (Interest) aspects of a nominated issue, thereby articulating their own values.
- Consequences chart:** Students record the likely consequences of decisions and actions based on the values that individuals or groups hold. The chart assumes the appearance of a branching graphic organizer.

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